

# GCPS English Overview 2025-2026

## Statement of Intent

*At Greenlands Community Primary School, we take immense pride in fostering a vibrant and text-rich learning environment that sparks the fires of creativity and imagination in our students. Our mission is to cultivate passionate readers, instilling in them the love for diverse literature while empowering them to read fluently and expansively. We aim to nurture young minds that not only absorb the beauty of language but also articulate their preferences and opinions about the world of literature.*

*We are dedicated to moulding our children into adept writers, equipped with the ability to tailor their language and style to fit various contexts. We emphasise the importance of self-reflection and growth, encouraging our budding writers to re-read, edit and refine their own work. In this way, we not only teach writing but also instil a sense of pride in craftsmanship, promoting a lifelong love for the written word.*

*Central to our approach is the exposure of our pupils to a rich tapestry of vocabulary. We believe that a robust vocabulary is the key to unlocking the world of knowledge and expression. By immersing our students in a wide array of words, we equip them with the tools to decode new terms and confidently integrate them into their speech and writing. This linguistic dexterity extends to both formal and informal contexts, ensuring our students are effective communicators in every setting.*

*At Greenlands, we set the bar high for our students, encouraging them to take ownership of their work and accomplishments. Through our commitment to nurturing creativity, we provide a platform where their imaginations can soar. We celebrate individuality, acknowledging each child as a unique individual with distinct aspirations, talents and dreams.*



*'Here To Learn Happily'*

	<b>Autumn 1 8 weeks</b>	<b>Autumn 2 7 weeks</b>	<b>Spring 1 6 weeks</b>	<b>Spring 2 5 weeks</b>	<b>Summer 1 5 weeks, 4 days</b>	<b>Summer 2 7 weeks</b>
<b>EYFS</b>	Funny bones By Janet & Allan Ahlberg	Room on the Broom By Julia Donaldson	Arctic (Non Fiction)	The little Yellow Chicken By Joy Cowley	The Whale who ate plastic By Stephanie O'Connor	Goldilocks and the three bears By Robert Southley
	Owl Babies By Martin Waddell	The best Diwali ever By Shah Sonali	Antarctic (NonFiction)		Saving Tally By Serena Ferrari	The Three Billy Goats Gruff By Paul Galdone
	Autumn (non fiction)	Stick Man By Julia Donaldson	Penguins (Non Fiction) Penguin Small By Mick Inkpen	The little Red Hen		The Three little pigs By Jospeh Jacobs
	Harvest (non fiction)		Time to move south for Winter By Clare Helen Welsh	Mr Wolf's Pancakes by Jan Fearnley	The journey of a plastic bottle By Charis Mather	
	Little Red Hen By Mary Dodge	Christmas Story Jolly Postman By Allan Ahlberg		The Easter Story	Somebody Swallowed Stanley By Sarah Roberts	The Gingerbread Man By Jim Aylesworth
		Jolly Christmas postman By Allan Ahlberg				Jack and The Beanstalk By Joseph Jacob
<b>Year 1</b>						The enormous turnip By Irene Yates
	Stories with a familiar setting	Repetitive stories	Stories on a theme	Traditional tales	Stories with fantasy settings	Stories with familiar settings
	Non-chronological reports	Poems on a theme	Traditional rhymes	Recounts	Poems to learn by heart	Non-fiction texts: booklets
	Information texts	Range of non fiction texts	Instructions			Traditional rhymes
<b>Year 2</b>	Poems on a theme					
	Animal Adventure Stories	Traditional Tales with a Twist	Stories by the same author	Stories with Familiar Settings	Animal adventure stories	Story as a theme
	Information Texts	Instructions	Non Chronological Reports	Persuasion	Recounts: Letters	Explanation Texts
				Riddles	Classic poetry	Poems on a theme

Year 3	Narrative based on a model text with innovated plot structure	Folk Tales Recounts: biographies	Fables Poems with a structure	Story as a theme	Playscripts	Classic poetry
			Persuasion: Letters	Poems on a theme Discussion	Non-chronological reports	Mystery / Adventure Fantasy stories
Year 4	Infographic texts	Stories with fantasy settings	Fairy tales	Issues and dilemmas	Novel as a theme	Explanations Folk tales
	Magazines	Explanation text	Recounts (newspaper)	Persuasion	Non chronological reports	Debate
		Film and play script	Classic poetry	Poems with a structure	Information booklets	Poems on a theme
Year 5	Non-chronological report	Stories with historical settings	Science Fiction narrative	Novel as a theme	Stories from other cultures	Myths
	Fiction Narrative	Film & Play Scripts	Information booklets	Magazine: Info Text hybrid	Debate – a persuasive speech	Non-chronological report
		Classic Narrative Poetry	Poems with a structure			Poems with figurative language
Year 6	Novel as a theme	Classic fiction	Older literature: Macbeth	Crime fiction	Stories with flashbacks	-Novel as a theme
	Biographies	Poetry – Songs & Lyrics	Poetry - Imagery	Explanation texts		Recount - autobiography
		Persuasion – a formal review			Discussion and debate	

## Year 1

<b>Spoken Language</b> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Participate in discussions, presentations, performances, role play and debates gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider different viewpoints, attending to and building on contributions of others</li> <li>• Select and use appropriate registers for effective communication</li> </ul>	<b>Fiction</b> <p>Stories with familiar settings Repetitive patterned stories Classic stories or story on a theme Traditional tales Stories with familiar settings Stories with fantasy settings</p>	<b>Non-Fiction</b> <p>Non-chronological reports Instructions Recounts Non-fiction texts: booklets</p>	<b>Poetry</b> <p>Poems on a theme Traditional rhymes Poems to learn by heart</p>
Writing			
Vocabulary, Grammar and Punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> <li>▪ Say, and hold in memory whilst writing, simple sentences which make sense.</li> <li>▪ Write simple sentences that can be read by themselves and others.</li> <li>▪ Separate words with spaces.</li> <li>▪ Use punctuation to demarcate simple sentences (capital letters and full stops).</li> <li>▪ Use capital letter for the personal pronoun <i>I</i>.</li> <li>▪ Use capital letters for names of people, places and days of the week.</li> <li>▪ Identify and use question marks and exclamation marks.</li> <li>▪ Use the joining word <i>and</i> to link words and clauses.</li> <li>▪ Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>.</li> <li>▪ Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>.</li> <li>▪ Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>.</li> <li>▪ Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>.</li> </ul>	<b>Planning</b> <ul style="list-style-type: none"> <li>▪ Orally plan and rehearse ideas.</li> <li>▪ Sequence ideas and events in narrative.</li> <li>▪ Sequence ideas and events in non-fiction.</li> </ul> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p> <b>Drafting and Writing</b> <ul style="list-style-type: none"> <li>▪ Orally compose every sentence before writing.</li> <li>▪ Re-read every sentence to check it makes sense.</li> <li>▪ Compose and sequence their own sentences to write short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</li> <li>▪ Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i>.</li> <li>▪ Spell words with the /ŋ/sound spelt n before k, e.g. <i>bank, think</i>.</li> <li>▪ Divide words into syllables, e.g. <i>pocket</i>.</li> <li>▪ Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sit correctly at a table and hold a pencil correctly.</li> <li>▪ Hold a pencil with an effective grip.</li> <li>▪ Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>.</li> <li>▪ Form digits 0-9 correctly. <ul style="list-style-type: none"> <li>- Practise forming letters in handwriting families:</li> <li>- 'Long ladders' – i, j, l, t, u,</li> <li>- 'One armed robots' – b, h, m, n p, r</li> <li>- 'Curly caterpillars' – c, a, d, e, g, o, q, f, s</li> <li>- Zig-zag letters – k, v, w, x, y, z</li> </ul> </li> </ul>

**Terminology which pupils need to know, understand and use to describe their writing at Year 1 level:**

letter  
capital letter  
word  
singular  
plural  
sentence  
punctuation  
full stop  
question mark  
exclamation mark

- Compose and sequence their own sentences to write short non-fiction texts, e.g. *recounts, information texts, instructions.*
- Use formulaic phrases to open and close texts.
- Write in different forms with simple text type features e.g. *instructions, narratives, recounts, poems, information texts.*

**Evaluating and Editing**

Discuss their writing with adults and peers.

**Performing**

Read aloud their writing audibly to adults and peers.

- Spell words with the /v/ sound at the end of words, e.g. *have, live, give.*
- Add s and es to words, e.g. *thanks, catches.*
- Add the endings –ing, –ed and –er to verbs where no change is needed to the root word.
- Add –er and –est to adjectives where no change is needed to the root word.
- Spell words with vowel digraphs.
- Spell words with vowel trigraphs.
- Spell words ending –y (/i:/ or /ɪ/), e.g. *happy.*
- Spell words with new consonant spellings ph and wh, e.g. *dolphin, wheel.*
- Spell words using k for the /k/ sound, e.g. *Kent.*
- Add the prefix –un.
- Spell compound words, e.g. *farmyard, bedroom.*
- Spell common exception words (see below).
- Spell days of the week.
- Name the letters of the alphabet in order.
- Use letter names to distinguish between alternative spellings of the same sound.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

- Have clear ascenders ('tall letters') and descenders ('tails').
- Form capital letters correctly.

## Reading

### Word Reading

- Read aloud accurately books that are consistent with their developing phonic knowledge.
- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to grapheme for the 44 phonemes.
- Recognise and use the different ways of pronouncing the same grapheme; e.g. *ow* in *snow* and *cow*.
- Read accurately by blending sounds in unfamiliar words.
- Read common exception words, noting tricky parts (see below).
- Read words containing *-s, -es, -ing, -ed, -er, -est* endings.
- Split two and three syllable words into the separate syllables to support blending for reading.
- Read words with contractions e.g. *I'm, I'll, we'll* and understand that the apostrophe represents the omitted letter.
- Develop fluency, accuracy and confidence by re-reading books.

Read more challenging texts using phonics and common exception word recognition.

### Comprehension

#### Developing pleasure in reading and motivation to read

- Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.
- Relate texts to own experiences.
- Recognise and join in with language patterns and repetition.
- Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.
- Orally retell familiar stories in a range of contexts e.g. *small world, role play, storytelling*.
- Enjoy and recite rhymes and poems by heart.
- Make personal reading choices and explain reasons for choices.

#### Understanding books which they can read themselves and those which are read to them

- Introduce and discuss key vocabulary, linking meanings of new words to those already known.
- Activate prior knowledge e.g. *what do you know about minibeasts?*
- Check that texts make sense while reading and self-correct.
- Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
- Give opinions and support with reasons e.g. *I like the Little Red Hen because she...*
- Explain clearly their understanding of what is read to them.
- Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.
- Identify and discuss the main events in stories.
- Identify and discuss the main characters in stories.
- Recall specific information in fiction and non-fiction texts.
- Locate parts of text that give particular information, e.g. *titles, contents page and labelled diagram*.
- Discuss the title and how it relates to the events in the whole story e.g. *Peace at Last* by Jill Murphy.
- Make basic inferences about what is being said and done.
- Make predictions based on what has been read so far.

#### Participating in discussion

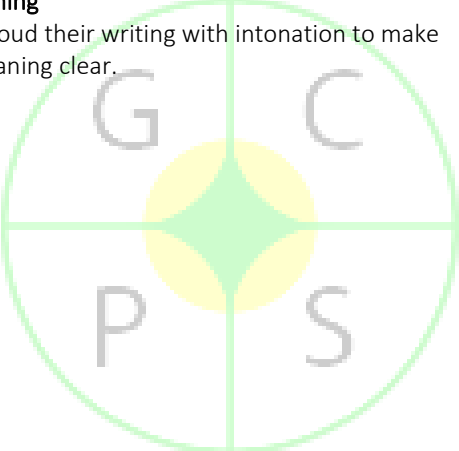
- Listen to what others say.

Take turns.

## Year 2

<b>Spoken Language</b> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives <ul style="list-style-type: none"> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul> </li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <ul style="list-style-type: none"> <li>• Speak audibly and fluently with an increasing command of Standard English</li> </ul> </li> <li>• Participate in discussions, presentations, performances, role play and debates gain, maintain and monitor the interest of the listener(s) <ul style="list-style-type: none"> <li>• Consider different viewpoints, attending to and building on contributions of others</li> </ul> </li> <li>• Select and use appropriate registers for effective communication</li> </ul>	<b>Fiction</b> <p>Stories with familiar settings Traditional tales with a twist Stories by the same author Stories with familiar settings Animal adventure stories Story as a theme</p>	<b>Non-Fiction</b> <p>Non-chronological reports Instructions Persuasion Recount: letters Explanations</p>	<b>Poetry</b> <p>Poems on a theme Classic poems Riddles</p>
Writing			
Vocabulary, Grammar and Punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> <li>▪ Say, write and punctuate simple and compound sentences using the joining words <i>and</i>, <i>but</i>, <i>so</i> and <i>or</i> (co-ordination).</li> <li>▪ Use sentences with different forms: statement, question, command, exclamation.</li> <li>▪ Secure the use of full stops, capital letters, exclamation marks and question marks.</li> <li>▪ Use commas to separate items in a list.</li> <li>▪ Use apostrophes for contracted forms e.g. <i>don't</i>, <i>can't</i>, <i>wouldn't</i>, <i>you're</i>, <i>I'll</i>.</li> <li>▪ Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i>.</li> <li>▪ Use subordination for time using <i>when</i>, <i>before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i></li> </ul>	<b>Planning</b> <ul style="list-style-type: none"> <li>▪ Plan and discuss what to write about e.g. <i>story mapping</i>, <i>collecting new vocabulary</i>, <i>key words</i> and <i>ideas</i>.</li> </ul> <b>Drafting and Writing</b> <ul style="list-style-type: none"> <li>▪ Orally rehearse each sentence prior to writing.</li> <li>▪ Develop a positive attitude to writing.</li> <li>▪ Develop stamina for writing in order to write at length.</li> <li>▪ Write about real and fictional events.</li> <li>▪ Write simple poems based on models.</li> <li>▪ Make simple notes from non-fiction texts, e.g. highlighting and noting key words.</li> <li>▪ Use specific text type features to write for a range of audiences and purposes e.g. <i>to</i></li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</li> <li>▪ Learn new ways of spelling phonemes for which one or more spellings are already known.</li> <li>▪ Learn to spell common exception words (see below).</li> <li>▪ Learn to spell more words with contracted forms, e.g. <i>can't</i>, <i>didn't</i>, <i>hasn't</i>, <i>couldn't</i>, <i>it's</i>, <i>I'll</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Form lower-case letters of the correct size relative to one another.</li> <li>▪ Orientate capital letters correctly.</li> <li>▪ Use capital letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>.</li> <li>▪ Write capital letters and digits of the correct size relative to one another and to lower case letters.</li> <li>▪ Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> </ul>



<ul style="list-style-type: none"> <li>Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i></li> <li>Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i></li> <li>Select, generate and effectively use verbs.</li> <li>Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress.</li> <li>Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports.</li> <li>Use present tense for non-chronological reports and persuasive adverts.</li> <li>Select, generate and effectively use nouns.</li> <li>Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i></li> <li>Create compound words using nouns, e.g. <i>whiteboard</i> and <i>football</i>.</li> <li>Select, generate and effectively use adjectives.</li> <li>Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification).</li> <li>Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>.</li> <li>Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>.</li> <li>Select, generate and effectively use adverbs.</li> <li>Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>.</li> </ul>	<p><i>instruct, inform, entertain, explain, discuss, persuade.</i></p> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Edit and improve own writing in relation to audience and purpose.</li> <li>Evaluate their writing with adults and peers.</li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> <li>Proofread to check for correct form of verbs within sentences, e.g. correcting <i>he walking to the shop</i> to <i>he walked to the shop</i>.</li> </ul> <p><b>Performing</b></p> <p>Read aloud their writing with intonation to make the meaning clear.</p> 	<ul style="list-style-type: none"> <li>Learn the possessive apostrophe (singular), e.g. <i>the girl's book</i>.</li> <li>To spell correctly, distinguish between homophones (e.g. <i>here</i> and <i>hear</i>; <i>sea</i> and <i>see</i>; <i>bear</i> and <i>bare</i>; <i>night</i> and <i>knight</i>) and near-homophones (e.g. <i>quite</i> and <i>quiet</i>; <i>one</i> and <i>won</i>; <i>are</i> and <i>our</i>).</li> <li>Add suffixes <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker</i>.</li> <li>Add suffix <i>ment</i> to spell longer words, e.g. <i>enjoyment</i>.</li> <li>Add suffixes <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless</i>.</li> <li>Use suffixes <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest</i>.</li> <li>Use suffix <i>ly</i> e.g. <i>slowly, gently, carefully</i>.</li> </ul> <p><b>Spell words with:</b></p> <ul style="list-style-type: none"> <li>the /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end (e.g. <i>age, badge</i>), and spelt as <i>g</i> elsewhere (e.g. <i>magic, giant</i>).</li> <li>the /s/ sound spelt <i>c</i> before <i>e</i>, <i>i</i> and <i>y</i>, e.g. <i>ice, cell</i></li> <li>the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat</i>.</li> <li>the /ɹ/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote, wrong</i>.</li> <li>the /l/ or /əl/ sound spelt <i>-le</i> at the end of words, e.g. <i>table, apple</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Use spacing between words which reflects the size of the letters.</li> </ul>
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**Terminology which pupils need to know, understand and use to describe their writing at Year 2 level:**

- All of the above and:
- punctuation
- full stop
- question mark
- exclamation mark
- noun
- noun phrase
- statement
- question
- exclamation
- command
- compound
- adjective
- verb
- suffix
- adverb
- tense (past, present)
- apostrophe
- comma

- the /l/ or /əl/ sound spelt –el at the end of words, e.g. *camel*, *tunnel*.  
the /l/ or /əl/ sound spelt –al at the end of words, e.g. *pedal*, *capital*.



## Reading

### Word Reading

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books to build up fluency and confidence in word reading.
- Read frequently encountered words quickly and accurately without overt sounding and blending.
- Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. *shoulder*, *roundabout*, *grouping*.

### Comprehension

#### Developing pleasure in reading and motivation to read

- Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.
- Orally retell a wider range of stories, fairy tales and traditional tales.
- Sequence and discuss the main events in stories and recounts.
- Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.
- Recognise the use of repetitive language within a text or poem (e.g. *run*, *run as fast as you can*) and across texts (e.g. *long*, *long ago in a land far away...*).
- Learn and recite a range of poems using appropriate intonation.
- Make personal reading choices and explain reasons for choices.

#### Understanding books which they can read themselves and those which are read to them

<ul style="list-style-type: none"> <li>Read longer and less familiar texts independently.</li> <li>Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</li> <li>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>.</li> <li>Read words containing common suffixes e.g. <i>-ness</i>, <i>-ment</i>, <i>-ful</i>, <i>-less</i>, <i>-ly</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i>, <i>-y</i>.</li> </ul> <p>Read further common exception words, noting tricky parts (see below).</p>	<ul style="list-style-type: none"> <li>Identify, discuss and collect favourite words and phrases.</li> <li>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>Use morphology to work out the meaning of unfamiliar words e.g. <i>terror</i>, <i>terrorised</i>.</li> <li>Uses tone and intonation when reading aloud.</li> <li>Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></li> <li>Check that texts make sense while reading and self-correct.</li> <li>Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, <i>how</i> questions.</li> <li>Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i></li> <li>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> <li>Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i></li> <li>Make predictions based on what has been read so far.</li> <li>Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings</i>, <i>contents</i>, <i>bullet points</i>, <i>glossary</i>, <i>diagrams</i>.</li> <li>Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</li> </ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>Make contributions in whole class and group discussion.</li> <li>Consider other points of view.</li> </ul> <p>Listen and respond to contributions from others.</p>
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### Year 3

<p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions</li> <li>Give well-structured descriptions, explanations and narratives</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>	<p><b>Fiction</b></p> <p>Folk Tales</p> <p>Fables</p> <p>Story as a theme</p> <p>Novel as a theme</p> <p>Playscripts</p> <p>Mystery / Adventure /</p> <p>Fantasy stories</p>	<p><b>Non-Fiction</b></p> <p>Recount: biographies</p> <p>Persuasion: letters</p> <p>Discussion</p> <p>Recount: diaries</p> <p>Non-chronological reports</p> <p>Explanations</p>	<p><b>Poetry</b></p> <p>Classic poetry</p> <p>Poems on a theme</p> <p>Poems with a structure</p>
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<ul style="list-style-type: none"> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Participate in discussions, presentations, performances, role play and debates gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider different viewpoints, attending to and building on contributions of others</li> <li>• select and use appropriate registers for effective communication</li> </ul>			
Writing			
Vocabulary, Grammar and Punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> <li>▪ Identify clauses in sentences.</li> <li>▪ Explore and identify main and subordinate clauses in complex sentences.</li> <li>▪ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if because, although, while, since, until, before, after, so</i>.</li> <li>▪ Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats</i>.</li> <li>▪ Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>.</li> <li>▪ Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually</i>.</li> <li>▪ Use inverted commas to punctuate direct speech (speech marks).</li> <li>▪ Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past).</li> <li>▪ Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>.</li> <li>▪ Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.</li> <li>Explore and collect nouns with prefixes <i>super, anti, auto</i>.</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▪ Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</li> <li>▪ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> <li>▪ Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up</i>.</li> </ul> <p><b>Drafting and writing</b></p> <ul style="list-style-type: none"> <li>▪ Create and develop settings for narrative.</li> <li>▪ Create and develop characters for narrative.</li> <li>▪ Improvise, create and write dialogue.</li> <li>▪ Create and develop plots based on a model.</li> <li>▪ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type.</li> <li>▪ Use different sentence structures (see VGP).</li> <li>▪ Group related material into paragraphs.</li> <li>▪ Use headings and sub headings to organise information.</li> </ul> <p><b>Evaluating and Editing</b></p>	<ul style="list-style-type: none"> <li>▪ Use further prefixes <i>dis_, mis_, re_</i>, and suffixes <i>_ly, _ous</i>, and understand how to add them.</li> <li>▪ Add suffixes beginning with vowel letters to words of more than one syllable.</li> <li>▪ Spell homophones and near homophones.</li> <li>▪ Spell words containing the /ʌ/ sound spelt ou, e.g. <i>young, touch, double</i></li> <li>▪ Spell words with endings sounding like /ʒə/ e.g. <i>treasure, enclosure, pleasure</i>.</li> <li>▪ Spell words with endings sounding like or /tʃə/, e.g. <i>creature, furniture, adventure</i>.</li> <li>▪ Spell words with the /ei/ sound spelt ei, eigh, or ey, e.g. <i>vein, weigh, eight, neighbour, they, obey</i></li> <li>▪ Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear /heard, think/ thought</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Form and use the four basic handwriting joins.</li> <li>▪ Write legibly.</li> </ul>

**Terminology which pupils need to know, understand and use to describe their writing at Year 3 level:**

- All of the above and:

Adverb  
preposition  
conjunction  
word family  
prefix  
clause  
subordinate clause  
direct speech  
consonant  
consonant letter  
vowel letter  
inverted commas

- Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
- Discuss and propose changes with partners and in small groups.
- Improve writing in the light of evaluation.

**Performing**

Use appropriate intonation, tone and volume to present their writing to a group or class.

- Identify and spell irregular plurals, e.g. *goose/geese, woman/women, potato/es*
- Use the first two letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Spell words from the Year 3 list (selected from the statutory Year 3/4 word list)

**Reading**

**Word Reading**

- Read books at an age appropriate interest level.
- Use knowledge of root words to understand meanings of words.
- Use prefixes to understand meanings e.g. *un-, dis-, mis-, re-, pre-, im-, in-*.
- Use suffixes to understand meanings e.g. *-ly, -ous*.
- Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.

**Comprehension**

**Developing pleasure in reading and motivation to read**

Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. *fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations*.

- Regularly listen to whole novels read aloud by the teacher.
- Read a range of non-fiction texts, e.g. *information, discussion, explanation, biography and persuasion*.
- Read books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference*.
- Recognise some different forms of poetry e.g. *narrative, calligrams, shape poems*.
- Sequence and discuss the main events in stories.
- Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm's Fairy Tales*.
- Identify and discuss themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor*.
- Identify and discuss conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times*.
- Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.

**Understanding the text**

- Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.
- Explain the meaning of unfamiliar words by using the context.
- Use dictionaries to check meanings of words they have read.

	<ul style="list-style-type: none"> <li>Use intonation, tone and volume when reading aloud.</li> <li>Take note of punctuation when reading aloud.</li> <li>Discuss their understanding of the text.</li> <li>Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character.</i></li> <li>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> <li>Make predictions based on details stated.</li> <li>Justify responses to the text using the PE prompt (Point + Evidence).</li> <li>Discuss the purpose of paragraphs.</li> <li>Identify a key idea in a paragraph.</li> <li>Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram</i> etc.</li> <li><b>Retrieving and recording information from non-fiction</b></li> <li>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li> <li>Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams.</i></li> <li>Quickly appraise a text to evaluate usefulness.</li> <li>Navigate texts in print and on screen.</li> </ul> <p>Record information from a range of non-fiction texts.</p> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"> <li>Participate in discussion about what is read to them and books they have read independently.</li> <li>Develop and agree on rules for effective discussion.</li> <li>Take turns and listen to what others say.</li> <li>Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles.</i></li> </ul>
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### Year 4

<b>Spoken Language</b> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions</li> <li>Give well-structured descriptions, explanations and narratives</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>	<b>Fiction</b> <ul style="list-style-type: none"> <li>Stories with fantasy settings</li> <li>Film and playscripts</li> <li>Fairy tales</li> <li>Recount: newspapers</li> <li>Stories with issues and dilemmas</li> <li>Novel as a theme</li> <li>Stories with a theme</li> </ul>	<b>Non-Fiction</b> <ul style="list-style-type: none"> <li>Explanations</li> <li>Persuasion</li> <li>Non-chronological reports</li> <li>Information booklets</li> <li>Debate</li> </ul>	<b>Poetry</b> <ul style="list-style-type: none"> <li>Classic poetry</li> <li>Poems on a theme</li> <li>Poems with a structure</li> </ul>
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<ul style="list-style-type: none"> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Participate in discussions, presentations, performances, role play and debates gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider different viewpoints, attending to and building on contributions of others</li> <li>• Select and use appropriate registers for effective communication</li> </ul>	Folk tales		
Writing			
Vocabulary, Grammar and Punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> <li>■ Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i></li> <li>■ Use commas to mark clauses in complex sentences.</li> <li>■ Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></li> <li>■ Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i></li> <li>■ Use commas after fronted adverbials.</li> <li>■ Identify, select and use determiners including:               <ul style="list-style-type: none"> <li>- articles: <i>a/an, the</i></li> <li>- demonstratives : <i>this/that; these/those</i></li> <li>- possessives: <i>my/your/his/her/its/our/their</i></li> <li>- quantifiers: <i>some, any, no, many, much, every</i></li> </ul> </li> <li>■ Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></li> <li>■ Identify, select and effectively use pronouns.</li> <li>■ Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>.</li> <li>■ Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i></li> <li>■ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>.</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>■ Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</li> <li>■ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> <li>■ Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i></li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>■ Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</li> <li>■ Plan and write an opening paragraph which combines setting and character/s.</li> <li>■ Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</li> <li>■ Generate and select from vocabulary banks e.g. <b>adverbial phrases</b>,</li> </ul>	<ul style="list-style-type: none"> <li>■ Use further prefixes, e.g. <i>in-</i>, <i>im-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>.</li> <li>■ Use further suffixes, e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>.</li> <li>■ Investigate what happens to words ending in f when suffixes are added, e.g. <i>calf/calves</i>.</li> <li>■ Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. <i>scheme</i>, <i>chorus</i>.</li> <li>■ Identify and spell words with the /j/ sound spelt ch (mostly French in origin), e.g. <i>chef</i>, <i>chalet</i>, <i>machine</i>.</li> <li>■ Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. <i>tongue</i>, <i>antique</i>.</li> <li>■ Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. <i>science</i>, <i>scene</i>.</li> </ul>	<ul style="list-style-type: none"> <li>■ Use a joined style throughout their independent writing.</li> <li>■ Write with consistency in size and proportion of letters, e.g. <i>by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</i></li> </ul>

**Terminology which pupils need to know, understand and use to describe their writing at Year 4 level:**

- All of the above and:

**determiner**

**pronoun**

**possessive pronoun**

**adverbial**

*technical language, persuasive phrases, alliteration.*

- Use different sentence structures (see VGP).
- Use paragraphs to organise writing in fiction and non-fiction texts.
- Use organisational devices in non-fiction writing, e.g. *captions, text boxes, diagram, lists*.
- Link ideas across paragraphs using fronted **adverbials** for when and where e.g. *Several hours later..., Back at home...*

**Evaluating and Editing**

- Proofread to check for errors in spelling, grammar and punctuation.
- Discuss and **propose** changes to own and others' writing with partners/small groups.
- Improve writing in light of evaluation.

**Performing**

Use appropriate intonation, tone and volume to present their writing to a range of audiences.

- Understand how diminutives are formed using e.g. suffix - *ette* and prefix *mini-*.
- Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. *pollen* (noun) and *-ate* = *pollinate* (verb).
- The /i/ sound spelt y elsewhere than at the end of words, e.g. *myth, gym, Egypt*.
- Use the first three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Explore and use the possessive apostrophe, e.g. *boy's books* (books belonging to a boy) and *boys' books* (books belonging to more than one boy).
- Spell words from the Year 4 list (selected from the statutory Year 3/4 word list).

## Reading

**Word Reading**

- Read books at an age appropriate interest level.
- Use knowledge of root words to understand meanings of words.
- Use prefixes to understand meanings e.g. *in-, ir-, sub-, inter-super-, anti-, auto-*.
- Use suffixes to understand meanings e.g. *-ation, -tion, -ssion, -cian, -sion*.

**Comprehension**

**Developing pleasure in reading and motivation to read**

- Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. *fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts*.
- Regularly listen to whole novels read aloud by the teacher.



- Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see below).

- Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.
- Learn a range of poems by heart and rehearse for performance.
- Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.
- Orally retell a range of stories, including less familiar fairy stories, myths and legends.

#### Understanding the text

- Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. *metaphors, similes*.
- Explain the meaning of key vocabulary within the context of the text.
- Use dictionaries to check meanings of words in the texts that they read.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Make predictions based on information stated and implied.
- Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.
- Justify responses to the text using the PE prompt (**P**oint + **E**vidence).
- Identify, analyse and discuss themes e.g. *safe and dangerous, just and unjust, origins of the earth, its people and animals*.
- Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
- Identify main ideas drawn from more than one paragraph and summarise these e.g. *character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text*.
- Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.
- Recognise and analyse different forms of poetry e.g. *haiku, limericks, kennings*.

#### Retrieving and recording information from non-fiction

- Prepare for research by identifying what is already known about the subject and key questions to structure the task.
- Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.
- Record information from a range of non-fiction texts.
- Scan for dates, numbers and names.
- Analyse and evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*.

	<ul style="list-style-type: none"> <li>Explain how paragraphs are used to order or build up ideas, and how they are linked.</li> </ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"> <li>Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.</li> <li>Develop, agree on and evaluate rules for effective discussion.</li> <li>Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles.</i></li> </ul>
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Year 5			
<p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions</li> <li>Give well-structured descriptions, explanations and narratives</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Speak audibly and fluently with an increasing command of Standard English</li> <li>Participate in discussions, presentations, performances, role play and debates gain, maintain and monitor the interest of the listener(s)</li> <li>Consider different viewpoints, attending to and building on contributions of others</li> <li>Select and use appropriate registers for effective communication</li> </ul>	<p><b>Fiction</b></p> <p>Legends</p> <p>Stories with historical settings</p> <p>Film and play scripts</p> <p>Science fiction stories</p> <p>Novel as a theme</p> <p>Stories from other cultures</p> <p>Myths</p>	<p><b>Non-Fiction</b></p> <p>Persuasion</p> <p>Information booklets</p> <p>Magazine: information text hybrid</p> <p>Debate</p> <p>Reports</p>	<p><b>Poetry</b></p> <p>Classic narrative poetry</p> <p>Poems with a structure</p> <p>Poems with figurative language</p>
Writing			
<p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i></li> </ul>	<p><b>Composition Planning</b></p> <ul style="list-style-type: none"> <li>Identify the audience and purpose.</li> <li>Select the appropriate language and structures.</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>.</li> <li>Recognise and spell words ending in <i>-ant</i>,</li> </ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Write fluently using a joined style as appropriate for independent writing.</li> </ul>

<ul style="list-style-type: none"> <li>■ Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i></li> <li>■ Create and punctuate complex sentences using <i>ed</i> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i></li> <li>■ Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i></li> <li>■ Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i></li> <li>■ Demarcate complex sentences using commas in order to clarify meaning.</li> <li>■ Use commas to avoid ambiguity, e.g. <i>'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i></li> <li>■ Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i></li> <li>■ Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i></li> <li>■ Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i></li> </ul> <p>Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i></p> <ul style="list-style-type: none"> <li>■ Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i></li> <li>■ Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i></li> <li>■ Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i></li> <li>■ Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i></li> <li>■ Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</li> </ul> <p>Investigate verb prefixes e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>.</p> <p><b>Terminology which pupils need to know, understand and use to describe their writing at Year 5 level:</b></p> <ul style="list-style-type: none"> <li>- All of the above and:</li> <li>modal verb</li> <li>relative pronoun</li> <li>relative clause</li> </ul>	<ul style="list-style-type: none"> <li>■ Use similar writing models.</li> <li>■ Note and develop ideas.</li> <li>■ Draw on reading and research.</li> <li>■ Think how authors develop characters and settings (in books, films and performances).</li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>■ Select <i>appropriate</i> structure, vocabulary and grammar.</li> <li>■ Blend action, dialogue and description within and across paragraphs.</li> <li>■ Use different <b>sentence</b> structures with increasing control (see VGP).</li> <li>■ Use devices to build cohesion (see VGP).</li> <li>■ Use organisation and presentational devices e.g. <i>underlining, bullet points, headings.</i></li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>■ Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>■ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>■ Ensure consistent and correct use of tense throughout a piece of writing.</li> <li>■ Ensure consistent subject and verb agreement.</li> <li>■ Proofread for spelling and punctuation errors.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>■ Use appropriate intonation and volume.</li> <li>■ Add movement.</li> </ul> <p>Ensure meaning is clear.</p>	<p><i>–ance/–ancy, –ent, –ence/–ency.</i></p> <ul style="list-style-type: none"> <li>■ Recognise and spell words ending in <i>–able</i> and <i>–ible</i>.</li> <li>■ Recognise and spell words ending in <i>–ably</i> and <i>–ibly</i>.</li> <li>■ Recognise and spell words with the /i:/ sound spelt <i>ei</i> after <i>c</i>, e.g. <i>deceive, receive.</i></li> <li>■ Recognise and spell words containing the letter-string <i>ough</i>.</li> <li>■ To recognise and spell the suffixes <i>-al, -ary, -ic</i>.</li> <li>■ To spell further suffixes, e.g. <i>ll in full becoming l</i>.</li> <li>■ Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn.</i></li> <li>■ To spell unstressed vowels in polysyllabic words.</li> <li>■ Develop self-checking and proof reading strategies.</li> <li>■ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</li> <li>■ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>■ Use a thesaurus.</li> <li>■ Spell words from the Year 5 list (selected from the statutory Year 5/6 word list).</li> </ul>	<ul style="list-style-type: none"> <li>■ Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. <i>printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</i></li> </ul>
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parenthesis bracket dash cohesion ambiguity			
<b>Reading</b>			
<b>Word Reading</b> <ul style="list-style-type: none"> <li>Read books at an age appropriate interest level.</li> <li>Use knowledge of root words to understand meanings of words.</li> <li>Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably</i>.</li> <li>Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below</li> </ul>	<b>Comprehension</b> <p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"> <li>Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.</li> <li>Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</li> <li>Recommend books to their peers with reasons for choices.</li> <li>Read books and texts that are structured in different ways for a range of purposes.</li> <li>Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.</li> <li>Learn a wider range of poems by heart.</li> <li>Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> </ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"> <li>Explain the meaning of words within the context of the text.</li> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Check that the book makes sense to them and demonstrate understanding e.g. <i>through discussion, use of reading journals</i>.</li> <li>Demonstrate active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal</i>.</li> <li>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</li> <li>Predict what might happen from information stated and implied.</li> <li>Through close reading of the text, re-read and read ahead to locate clues to support understanding.</li> <li>Explore themes within and across texts e.g. <i>loss, heroism, friendship</i>.</li> <li>Make comparisons within a text e.g. characters' viewpoints of same events.</li> <li>Distinguish between statements of fact and opinion within a text.</li> <li>Scan for key words and text mark to locate key information.</li> <li>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - <b>P</b>oint + <b>E</b>vidence + <b>E</b>xplanation.</li> </ul>		

	<ul style="list-style-type: none"> <li>Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i>.</li> <li>Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i>.</li> </ul> <p><b>Evaluating the impact of the author's use of language</b></p> <ul style="list-style-type: none"> <li>Explore, recognise and use the terms metaphor, simile, imagery.</li> <li>Explain the effect on the reader of the authors' choice of language.</li> </ul> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>Prepare formal presentations individually or in groups.</li> <li>Use notes to support presentation of information.</li> <li>Respond to questions generated by a presentation.</li> <li>Participate in debates on an issue related to reading (fiction or non-fiction).</li> </ul>
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### Year 6

<p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions</li> <li>Give well-structured descriptions, explanations and narratives</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Speak audibly and fluently with an increasing command of Standard English</li> <li>Participate in discussions, presentations, performances, role play and debates gain, maintain and monitor the interest of the listener(s)</li> <li>Consider different viewpoints, attending to and building on contributions of others</li> </ul>	<p><b>Fiction</b></p> <p>Novel as a theme</p> <p>Classic fiction</p> <p>Older literature</p> <p>Detective / crime fiction</p> <p>Short stories with flashbacks</p> <p>Novel as a theme</p>	<p><b>Non-Fiction</b></p> <p>Biography</p> <p>Persuasion: A Formal Review</p> <p>Information text hybrid</p> <p>Explanations</p> <p>Discussion and debate</p> <p>Recount: autobiography</p>	<p><b>Poetry</b></p> <p>Poetry – Songs and Lyrics</p> <p>Poems with imagery</p> <p>Classic narrative poetry</p> <p>Poems on a theme</p>
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<ul style="list-style-type: none"> <li>• Select and use appropriate registers for effective communication</li> </ul>			
Writing			
Vocabulary, Grammar and Punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> <li>▪ Manipulate sentences to create particular effects.</li> <li>▪ Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></li> <li>▪ Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then.</i></li> <li>▪ Use <b>ellipsis</b> to link ideas between paragraphs.</li> <li>▪ Use repetition of a word or phrase to link ideas between paragraphs.</li> <li>▪ Identify and use <b>semi-colons</b> to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></li> <li>▪ Investigate and collect a range of <b>synonyms</b> and <b>antonyms</b> e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i></li> <li>▪ Identify the <b>subject</b> and <b>object</b> of a sentence.</li> <li>▪ Explore and investigate <b>active</b> and <b>passive</b> e.g. <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken.</i></li> <li>▪ Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).</i></li> <li>▪ Punctuate <b>bullet points</b> consistently.</li> <li>▪ Identify and use <b>colons</b> to introduce a list.</li> <li>▪ Identify and use <b>semi-colons</b> within lists.</li> <li>▪ Explore how <b>hyphens</b> can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark.</i></li> <li>▪ Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for - request, go in – enter.</i></li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▪ Identify audience and purpose.</li> <li>▪ Choose appropriate text-form and type for all writing.</li> <li>▪ Select the appropriate structure, vocabulary and grammar.</li> <li>▪ Draw on similar writing models, reading and research.</li> <li>▪ Compare how authors develop characters and settings (in books, films and performances).</li> <li>▪ Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i></li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>▪ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> <li>▪ Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</li> <li>▪ Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>Tom stomped into the room, flung down his grubby, school bag and</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognise and spell endings which sound like /jəs/, spelt – <i>cious</i> or – <i>tious</i>.</li> <li>▪ Recognise and spell endings which sound like /jəl/, e.g. <i>official, partial.</i></li> <li>▪ Investigate adding suffixes beginning with vowel letters to words ending in – <i>fer</i>, e.g. <i>referring, reference.</i></li> <li>▪ Investigate use of the hyphen.</li> <li>▪ Investigate and use further prefixes, e.g. <i>bi- trans- tele- circum-</i>.</li> <li>▪ Distinguish between homophones and other words that are often confused.</li> <li>▪ Identify root words, derivations and spelling patterns as a support for spelling.</li> <li>▪ Be secure with all spelling rules previously taught.</li> <li>▪ Use a number of different strategies interactively in order to spell correctly.</li> <li>▪ Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write, using a joined style, with increasing speed.</li> </ul> <p>Choose the writing implement that is best suited for a task e.g. <i>pencil for quick notes, handwriting pen for letters, marker pens for posters.</i></p>

- Explore, collect and use question tags typical of informal speech and writing e.g. *"He's your friend, isn't he?"*
- Explore, collect and use subjunctive forms for formal speech and writing e.g. *If I were able to come to your party, I would; The school requires that all pupils be honest.*

**Terminology which pupils need to know, understand and use to describe their writing at Year 6 level:**

- All of the above and:

subject  
object  
active  
passive  
synonym  
antonym  
ellipsis  
hyphen  
colon  
semi-colon  
bullet points

*announced, through gritted teeth, "It's not fair!"*

- Consciously control the use of different sentence structures for effect.
- Use a wide range of devices to build cohesion within and across paragraphs.
- Deviate narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts.*
- Combine text-types to create hybrid texts e.g. *persuasive speech.*
- Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. *headings, sub-headings, columns, bullet points, tables.*
- Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. *repeated use of 'and' to convey tedium, one word sentence.*
- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader.*
- Use **active** and **passive** voice to achieve intended effects e.g. *formal reports, explanations and mystery narrative.*
- Précis longer passages.

**Evaluating and Editing**

- Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
- Proofread for grammatical, spelling and punctuation errors.

- Spell words from the Year 6 list (selected from the statutory Year 5/6 word list).



	<b>Performing</b> <ul style="list-style-type: none"> <li>Use appropriate and effective intonation and volume.</li> <li>Add gesture and movement to enhance meaning.</li> </ul> Encourage and take account of audience engagement.		
<b>Reading</b>			
<b>Word Reading</b> <ul style="list-style-type: none"> <li>Read books at an age appropriate interest level.</li> <li>Work out unfamiliar words by focusing on all letters in the word, <i>e.g.</i> not reading <i>invitation</i> for <i>imitation</i>.</li> <li>Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change <i>e.g.</i> <i>un+happy+ness</i>, <i>dis+repute+able</i>, <i>dis+respect+ful</i>, <i>re+engage+ment</i>.</li> <li>Use suffixes to understand meanings <i>e.g.</i> <i>-cious</i>, <i>-tious</i>, <i>-tial</i>, <i>-cial</i>.</li> <li>Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.</li> <li>Use etymology to help the pronunciation of new words <i>e.g.</i> <i>chef</i>, <i>chalet</i>, <i>machine</i>, <i>brochure</i> – <i>French in origin</i>.</li> </ul>	<b>Comprehension</b> <b>Maintaining positive attitudes to reading</b> <ul style="list-style-type: none"> <li>Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.</li> <li>Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</li> <li>Independently read longer texts with sustained stamina and interest.</li> <li>Recommend books to their peers with detailed reasons for their opinions.</li> <li>Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.</li> <li>Learn a wider range of poems by heart.</li> <li>Prepare poems and play scripts to read aloud and perform using dramatic effects.</li> <li><b>Understanding texts they read independently and those which are read to them</b></li> <li>Explain the meaning of new vocabulary within the context of the text.</li> <li>Demonstrate active reading strategies <i>e.g.</i> <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i>.</li> <li>Use a reading journal to record on-going reflections and responses to personal reading.</li> <li>Explore texts in groups and deepen comprehension through discussion.</li> <li>Provide reasoned justifications for their views.</li> <li>Justify opinions and elaborate by referring to the text <i>e.g.</i> using the PEE prompt – <b>Point+Evidence+Explanation</b>.</li> <li>Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence <i>e.g.</i> <b>Point+Evidence+Explanation</b>.</li> <li>Predict what might happen from information stated and implied.</li> <li>Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</li> <li>Make comparisons within and across texts <i>e.g.</i> similar events in different books such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i>.</li> <li>Compare characters within and across texts.</li> <li>Compare texts written in different periods.</li> <li>Recognise themes within and across texts <i>e.g.</i> <i>hope</i>, <i>peace</i>, <i>fortune</i>, <i>survival</i>.</li> </ul>		

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|  | <ul style="list-style-type: none"><li>▪ Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</li><li>▪ Skim for gist.</li><li>▪ Scan for key information e.g. <i>identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.</i></li><li>▪ Use a combination of skimming, scanning and close reading across a text to locate specific detail.</li><li>▪ Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</li><li>▪ Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story.</i></li><li>▪ Identify how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument.</i></li><li>▪ <b>Evaluating the impact of the author's use of language</b></li><li>▪ Explore, recognise and use the terms personification, analogy, style and effect.</li><li>▪ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</li><li>▪ <b>Participating in discussion and debate</b></li><li>▪ Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li><li>▪ Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li><li>▪ Prepare formal presentations individually or in groups.</li><li>▪ Use notes to support presentation of information.</li><li>▪ Respond to questions generated by a presentation.</li><li>▪ Participate in debates on issues related to reading (fiction/non-fiction).</li></ul> |
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